

Daily Assessment guidance; responding to children's work

Through Daily Assessment and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims

- To aid future planning and appropriate adjustments.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own learning.
- Children can reflect on their own progress.
- Teachers will use assessment to inform future planning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below. In addition, mini versions of the marking posters should be printed and stuck in the inside front cover of children's books.

Feedback and marking in Maths, English & DR

When a child works with an adult as part of a guided session:

- Guided sessions may involve whole class guided work and/or working with rows/groups of pupils as per the teacher's professional judgement.
- When working in a guided fashion, with a Teacher or Teaching Assistant, the child indicates this at the start of the piece of work with the letters 'T' or 'TA' in the margin - this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson. The adult has also assessed learning and progress.
- When working in guided groups with pupils, adults can write annotations directly onto children's books if they think it will be of a material benefit to the child's learning. If it is a burden or doesn't impact on learning, don't do it. In many cases use of an individual whiteboard or apparatus will be more useful. If a child continues to make errors, despite this intervention, then a note should be made on the DM sheet and acted upon in future lessons.
- No further assessment of these books is required.
- If a larger group, or whole class, are completing a guided task this can also be noted in the same way.

When a child works independently of an adult:

- Children use their pencil/pen to write a capital 'I' in the margin, – this indicates that they have worked independently of an adult in terms of assessment and feedback (they may have worked alone, with a partner or as part of a group).
- The vast majority of feedback will be 'live' and verbal during the lesson, research shows this feedback to have the biggest impact on learning.
- The DM sheets should be used routinely and frequently to note down individual, group and whole class misconceptions – these should then be addressed later that day, the following day or incorporated into future planning.
- All independent English and Maths work still needs to be checked by the class teacher and stamped using coloured stamps.
- Where the pupil outcome is 'as expected', a stamp other than red is used to indicate this.

- Where the pupil outcome is 'as expected' but there are 'minor corrections' required, a stamp other than red is used to indicate this and corrections are addressed by the teacher using a red pen.
- When the pupil outcome is 'not as expected', a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Distance Marking Sheet. Next steps will include a wide range of strategies including verbal feedback, further challenge, support of an adult or resource for the next lesson etc. This needs not be recorded in detail, the DM sheet is to be used by teachers as an aide memoir. The DM Sheet is not used as an accountability measure, but does need to be retained in order to monitor the effectiveness of feedback in the academy.
- When a child has exceeded expectations, teachers will use a **yellow** highlighter pen and/or stickers to indicate to the child that they are impressed with their achievements.
- In English, children build towards an extended piece of writing, focused on one particular genre, every few weeks. This piece of writing will be marked more deeply, to inform teacher's knowledge of the child's strengths and weaknesses and enable them to adjust planning going forward. This marking will be based around a set of clear 'steps to success', which will be indicated at the beginning of the piece of work. Where a child has shown evidence of meeting one of the steps to success, this will be shown by highlighting this in their work – this could include particular features of that genre alongside focus spellings and grammar points.
- In cases where a class has been taught by a TA3, or temporary supply teacher, this work will be indicated with a 'C' in the margin. This work will be 'live marked' where appropriate with timely feedback provided – but may not be physically marked in the same way as work taught by the class teacher.

Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *"Oh yes, I missed that" rather than, "Oh, I didn't know that"*

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the red stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. It may also indicate that the pupil was not given adequate time to check through their work before handing it in for assessment. Repeated errors are no longer, 'minor errors' they must be teaching points in future lessons.

'Checking time'

Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed. This ensures they hand in their very best, leaving teachers to focus on assessing learning rather than correcting mistakes.

Checking time is dedicated time to allow children to identify and correct mistakes, not to correct misunderstandings or make improvements.

This 'checking time' must be an integral part of every lesson.

Feedback and marking in other subjects

- Work in other books will not necessarily be physically acknowledged. However, there should be regular checking of work, verbal feedback and use of DM sheets to note areas where follow-up work or whole-class feedback may be required.
- Work should be labelled with a T, TA or I to indicate the level of support provided.
- There will be some pieces of work where the Maths, English & DR feedback method may be more suitable – for example when completing an extended piece of writing in History.
- **The Distance Marking sheet can still be used for other subjects**, to help inform formative assessment and planning going forward.
- There is no requirement for extensive written feedback.
- ‘Checking time’ should be an integral part of lessons. Where completed work is incorrect, corrections and/or improvements should be evident.

Pupil editing of work

- Proof reading and editing of work is an essential part of the national curriculum.
- Check and editing work is a skill in itself and needs to be taught in order for children to do successfully.
- Edits should be completed using a child’s normal writing implement.
- Children who write in pen should neatly cross out any edits using a straight line.
- Peer marking and editing can be a useful tool to promote reflection and improvement of work.

Feedback and marking in EYFS

Feedback and marking in EYFS is a continuous process, and the vast majority of it takes the form of immediate verbal feedback to help guide our young learners at the moment of greatest impact. For Maths and English teachers use a modified distance marking approach, incorporating a tick sheet to help guide adults in the class as to where and what the needs are. Comments are also written in Learning Journals – these are there primarily for the adult guiding the learning so that they can successfully pick up any areas of need quickly and efficiently.

Where a learner has worked especially hard and/or demonstrated great progress this can be emphasised with a yellow highlighter, stamps or stickers.

Towards the end of the year, at the class teacher’s professional discretion, further elements of our whole school feedback and marking approach may be incorporated in preparation for the transition to Year 1.